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ABSTRACT

This paper describes how one Professional Development School (PDS) partnership successfully implemented a comprehensive integrated services approach that promoted interprofessional development and multidisciplinary leadership. Research suggests that collaboration is necessary if teachers, professional support staff, administrators, parents, and community members are to design interdisciplinary programs and provide integrated services that are in the best interests of their students. Effective leadership is a key variable in the promotion of collaboration. The PDS described in this paper uses the Leadership Capacity Matrix as a framework to organize its efforts and focus collaborative dialogue between PDS partners and the university regarding the promotion of multidisciplinary leadership. The PDS is exploring how five critical features of schools with high leadership capacity correlate with four overriding goals of PDSs. Four principals from participating schools present their responses to the challenge of promoting multidisciplinary leadership in the context of PDS partnerships, examining important PDS partnership contributions. The paper notes major challenges encountered by this successful effort. Three appendixes present the Leadership Capacity Matrix, the comprehensive integrated services model, and PDS partners. (Contains 13 references.) (SM)

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IT TAKES A VILLAGE:
PROMOTING MULTIDISCIPLINARY LEADERSHIP THROUGH A PROFESSIONAL DEVELOPMENT SCHOOL (PDS) PARTNERSHIP

BRADLEY UNIVERSITY
PEORIA PUBLIC SCHOOLS/DISTRICT 150
MARQUETTE HEIGHTS SCHOOLS/DISTRICT 102

PRESENTATION PREPARED FOR THE 2000 ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION; FEBRUARY 27, 2000; CHICAGO

PRESENTERS:
Joan Sattler, Dean, College of Education and Health Sciences, Bradley University
Therese Kiley, William T. Kemper Teaching Excellence Fellow, College of Education and Health Sciences, Bradley University
Patrick Callahan, Principal, Georgetowne Middle School
Sandy Farkash, Principal, Manual High School
Taunya Jenkins, Principal, Roosevelt Magnet School
Patricia Kellogg, Principal, Valeska Hinton Early Childhood Education Center

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I. THE CHALLENGE AND SYMPOSIUM PLAN

How is higher education responding to the challenge of creating new leadership models? As the momentum carries us to the turn of the 21st century, a frank appraisal of the leadership needs of our nation's schools requires us to look beyond traditional school structures to create new models that promote shared leadership across all disciplines. How is higher education responding to this challenge to create new leadership models? This symposium will focus on how one PDS partnership has successfully integrated a comprehensive integrated services approach that promotes interprofessional development and multidisciplinary leadership. During this presentation, university and school leaders will collaborate to share their stories related to multidisciplinary leadership in a PDS partnership. Symposium participants will be encouraged to dialogue with the presenters to develop a variety of response strategies to meet the leadership challenges of the 21st century.

II. DESIRED PARTICIPANT OUTCOMES

Desired participant outcomes include:

- An opportunity to reflect on how the **comprehensive integrated services model** might be applied to promote the preparation of school leaders.
- An opportunity to hear how four school principals, who represent an early childhood school, an elementary magnet school, a middle school, and a secondary school, have responded to the challenge of promoting multidisciplinary leadership in the context of our PDS partnership.
- An opportunity to discuss how a framework, such as the Leadership Capacity Matrix, can assist in the development of school leaders.
- An opportunity to discuss leadership successes and challenges realized by this PDS partnership.

III. OUR PROFESSIONAL DEVELOPMENT SCHOOL INITIATIVE AND MULTIDISCIPLINARY LEADERSHIP: A BRIEF OVERVIEW

The Professional Development School Initiative

Over the past decade and a half, policymakers and educators have focused significant attention on the reform of the preprimary through twelfth grade educational system, the redesign of teacher professional development, and the establishment of clinical schools (Sattler & Jensen, 1998; Abdal-Haqq, 1995; Carnegie Corporation of New York, 1986; Goodlad, 1986; Holmes Group, 1986). As a result, professional development schools now play a critical role in education reform. As of 1998, there were more than 600 partnerships in the United States committed to the goals of PDSs: preparation of new teachers, professional development, inquiry to improve practice, and student learning (Abdal-Haqq, 1998). According to Levine (1998), "the idea of clinical schools, or PDSs, was invented to respond to the identified need for stronger clinical education provided in a collaborative relationship between university and school--places in which the university and school would each contribute to the development of the new practitioner"(p. 9).

Beyond contributing to the development of new practitioners, however, the positive outcomes generated by professional development school partnerships have been extended to include university and school faculty, administrators, support staff, parents, community members, and students. It has been suggested by Levine (1998) that rigorous professional standards, as well as professional and public accountability, can only be met in the context of partnerships between universities and schools. Darling-Hammond (1994), who places teacher knowledge and leadership at the core of the movement to restructure education, describes PDSs as the linchpin in the movement to restructure education by creating entirely new frameworks for teaching and learning. The living laboratory of the PDS provides an environment for faculty and students in schools and universities to inquire, to learn, to

develop their knowledge and skills together, and to collaborate across disciplines (Sattler & Jensen, 1998). NCATE has recognized that school-university partnerships might be one of the most important innovations in teacher education and school reform (Levine, 1998).

IV. OUR COMPREHENSIVE INTEGRATED SERVICES APPROACH AND MULTIDISCIPLINARY LEADERSHIP: A BRIEF OVERVIEW

A Comprehensive Integrated Services Approach: Promoting Multidisciplinary Leadership

Only within the last few years has serious attention been given to the comprehensive, integrated services approach, whereby other institutions in the physical, social, and mental health arena become integral players and service providers (e.g., in-school health and counseling clinics, violence prevention centers, family wellness programs) in the PDS structure and participate in interprofessional development activities (Sattler & Jensen, 1998). Within our PDS school sites, education and health professionals are collaboratively engaged in promoting PDS goals. Students and faculty in nursing, physical therapy, counseling, administration, curriculum and instruction, early childhood education, elementary education, special education, and secondary education are involved in our PDS sites. As a result of the comprehensive and integrated nature of our PDS model, collaboration and leadership have emerged as key themes--as well as challenges--that must be addressed. A visual of the comprehensive integrated services model which illustrates how key components of our College interrelate is provided in Appendix A.

A number of studies support the assertion that collaboration is necessary if teachers, professional support staff, administrators, parents, and community members are to design interdisciplinary programs and provide integrated services that are in the best interests of students (Jensen & Kiley, 1998, 1997; Hanson & Lynch, 1995). Furthermore, effective

leadership is a key variable in the promotion of collaboration. University and school leaders must create conditions which ensure that professional growth is a part of the school culture --remembering to create consensus, promote shared values, and ensure systematic collaboration (DuFour & Berkey, 1995).

V. THE LEADERSHIP CAPACITY MATRIX

How does a PDS cope with the challenges of promoting shared leadership and building multidisciplinary leadership? Our PDS has just begun to utilize the Leadership Capacity Matrix, developed by Lambert (1998), as an initial framework to organize our efforts (See Appendix B.). According to Lambert (1998), leadership capacity building can be defined as "broad-based, skillful participation in the work of leadership" (p. 12). Two dimensions are critical to this definition: broad-based participation and skillful participation. Broad-based participation means involving many people--administrators, parents, students, community members, district personnel, and university faculty--in the work of leadership. Skillful participation refers to participants'comprehensive understanding of, and demonstrated proficiency in, the dispositions, knowledge, and skills of leadership. Five critical features of a school with high leadership capacity include:

1) broad-based, skillful participation in the work of leadership;
2) inquiry-based use of information to inform shared decisions and practice;
3) roles and responsibilities that reflect broad involvement and collaboration;
4) reflective practice/innovation as the norm; and
5) high student achievement.

Our PDS partnership is beginning to explore how these five critical features of schools with high leadership capacity correlate with the four overriding goals of PDSs: preparation of new teachers, professional development, inquiry to improve practice, and student learning. We are hopeful that this analysis will assist our PDS partnership in fine tuning efforts to promote multidisciplinary leadership in both our university and our school sites.

VI. PRINCIPALS' RESPONSES TO THE CHALLENGE OF PROMOTING MULTIDISCIPLINARY LEADERSHIP IN THE CONTEXT OF THE PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIP

Valeska Hinton Early Childhood Education Center: A William T. Kemper Professional Development School Partner with Bradley University

PATRICIA KELLOGG, PRINCIPAL

Valeska Hinton Early Childhood Education Center, the first school selected by the College of Education and Health Sciences as a professional development school partner, began this collaborative venture with university faculty in 1995. Serving approximately 400 children from birth to age eight and their families, Valeska Hinton Early Childhood Education Center provides multiple programs and resources including health services, educational programming for adults and children, and a myriad of family support programs.

Meeting the goal of the William T. Kemper Professional Development Schools Project--to promote teaching excellence, research, and the scholarship of integration in both the university and schools while developing a connected learning community--supports and promotes the founding premise of Valeska Hinton Early Childhood Education Center--**It takes a village to raise a child.**

Intensive and sustained professional development focusing on teaching and learning is a significant outcome of the Professional Development School (PDS) Partnership between Bradley University and Valeska Hinton Early Childhood Education Center. Since 1995, College of Education and Health Sciences faculty members have shared the responsibility for designing, implementing, and evaluating programs for increasing children's learning by improving teaching and involving families and the community in meaningful ways in the education of their children.

Currently, Dr. Therese Kiley, William T. Kemper Teaching Excellence Fellow, and Dr. Jean Marie Grant, PDS Partnership Coordinator, are monitoring school wide accountability and reporting for the accreditation of Valeska Hinton by the National Association for the Education of Young Children (NAEYC). During the 1999-2000 academic year, the Valeska Hinton Early Childhood Education Center was a recipient of a *Those Who Excel Award of Merit* from the Illinois State Board of Education. Other outstanding PDS partnership contributions include:

- Inservice on the use of multimedia teaching/learning tools.
- Development of a variety of research designs, instruments, and workshops.
- Assistance with parent/family/community collaboration.
- Support of the self-study process for NAEYC Accreditation.
- Involvement of PDS partners on the school's leadership team.
- Connecting Bradley University with the school's staff to create a global professional development community.

* Additional information describing Valeska Hinton Early Childhood Education Center is featured in Appendix C.

Roosevelt Magnet School for the Performing Arts: A William T. Kemper Professional Development School Partner with Bradley University

TAUNYA JENKINS, PRINCIPAL

Roosevelt Magnet School for the Performing Arts serves approximately 750 students from kindergarten through eighth grade and their families. Roosevelt Magnet School was selected as a Professional Development School partner by the College of Education and Health Sciences at Bradley University in the fall of 1999 and is the newest member of our partnership team. Because Roosevelt is a Performing Arts School, many unique Fine Arts programs are offered on a rotating basis, including Art, Band, Dance, Drama, Orchestra, and Vocal Music.

The partnership between Bradley University's College of Education and Health Sciences and Roosevelt Magnet School is off to an excellent start! Roosevelt Magnet School is a place where every child is considered a ***champion***. Additionally, the importance of Arts Education benefits all students because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

As a result, our collaborative partnership provides a unique and enticing environment for faculty and students to explore and grow. It was established to provide a stronger link between the university and school that is focused on supporting student learning, preparing professionals in education and health, promoting professional development, and promoting inquiry to improve practice. Currently, Dr. Therese Kiley, William T. Kemper Teaching Excellence Fellow, and Dr. Mary Ann Manos, PDS Partnership Coordinator, have collaboratively identified, in concert with the Roosevelt leadership team, five areas of focus with will assist us in meeting the leadership challenges of the 21st century.

As we begin our partnership initiative, we have decided to design, implement, and evaluate programs which will augment children's learning in the following areas:

- Reading (with an emphasis on assessment).
- Authentic Assessment.
- School Safety.
- Distance Learning.
- Teacher Resource Room/Staff Development.

* Additional information describing Roosevelt Magnet School is featured in Appendix C.

Georgetowne Middle School: A William T. Kemper Professional Development School Partner with Bradley University

PATRICK CALLAHAN, PRINCIPAL

The College of Education and Health Sciences at Bradley University selected Georgetowne Middle School--a school for sixth-, seventh-, and eighth-graders--to join the PDS partnership in the spring of 1997. Faculty in the Department of Teacher Education, as well as the Department of Nursing, have served as on-site PDS Partnership Coordinators over the past three years. PDS Partnership Coordinators, Teaching Excellence Fellows, Teacher Leadership Academy teachers, and the administrators at Georgetowne Middle School have collaborated to develop a shared vision focused on promoting teaching excellence, research, and the scholarship of integration.

The Teacher Leadership Academy (TLA) is a model for the preparation of teacher-leaders throughout a six-county region in central Illinois. Through this process, teachers are empowered to lead other educators in current methodology, collaborative skills, peer intervention, and mentoring which includes opportunities for decision making. Graduates of the Teacher Leadership Academy have teamed with PDS Partnership Coordinators at Georgetowne Middle School to assist with professional development, mentoring, peer coaching, and resource development for the school, the teachers, and the Bradley University students who are involved in on-site clinical experiences.

Another unique feature of Georgetowne Middle School is its school-based health center. This center provides opportunities for Bradley University students who are majoring in Nursing and Physical Therapy to gain valuable experience while caring for middle school students. Bradley graduate students have also been involved in the development of a collection of health resources which are available to both teachers and students at the school site.

A variety of collaborative grant efforts between the College of Education and Health Sciences and Georgetowne Middle School have been successful. Funding through a Goals 2000 grant provided needed resources and programs. A Career Exploration Program that was recently funded for the middle-school students is currently underway.

A recent change to block scheduling has necessitated additional professional development support for teachers who are responsible for facilitating 90-minute language arts classes. University faculty have developed a number of resources to assist the teachers with this transition.

Contributions from the PDS Partnership include:

- Support from Teacher Education and Nursing faculty as PDS Partnership Coordinators.
- Opportunities for graduates of the TLA to team with university faculty as they model leadership and collaboration for university and middle school students;.
- Opportunities for middle school students and university students to utilize the school-based health center.
- Collaborative grant proposal development with successful outcomes.
- Resource support by university faculty as teachers transition to block scheduling.

*Additional information describing Georgetowne Middle School is featured in Appendix C.

Manual High School: A William T. Kemper Professional Development School Partner with Bradley University

SANDY FARKASH, PRINCIPAL

Manual High School, a secondary school whose student body includes approximately 1,000 freshman, sophomores, juniors, and seniors, was selected as a Professional Development School partner by the College of Education and Health Sciences in the spring of 1998. The faculty, staff, administration, and students of Manual High School, along with the Professional Development School partners, assume a shared responsibility for leadership within this learning environment in concert with parents/guardians and the community.

Manual's interest in becoming a model community center which supports and promotes its urban community directly supports the overriding goal of the Professional Development Schools Project--to develop connected learning communities. Manual's partnership with Bradley University is focused on benefiting the students, faculty, and administrators of both the school and the university and collaboratively enhancing the teaching/learning process.

An exciting innovation which was extremely successful during the 1999-2000 academic year was the College Simulation Experience. PDS Partnership Coordinator, Dr. Heljä Robinson and her colleague, Dr. Robert Wolffe, organized this simulation in concert with Manual's leadership team to provide an opportunity for junior- and senior-level students to experience college life—both academically and socially. During the fall semester of 1999, a university professor visited the high school campus to teach an abbreviated Western Civilization course. Following these lectures, students met in study groups which were facilitated by Manual's teachers to discuss and clarify concepts presented during the lectures. At the end of the experience, students completed an examination. During the spring semester of 2000, the forty-one students who participated shadowed a Bradley student for one day. Many exciting outcomes have been realized for school and university students, as well as for school and university faculty and administrators.

Contributions from the PDS Partnership include:

- A College Simulation which provided opportunities for high school students to experience life as a college student.
- PDS faculty serving as adjunct faculty in the Department of Teacher Education.
- The development of course syllabi for distribution to Manual High School parents and students.
- Technology innovations and opportunities for international communication.
- A variety of grant opportunities which have enhanced the school resources, as well as the collaboration between school and university faculty.
- Involvement of university faculty on the school's leadership team.

*Additional information describing Manual High School is featured in Appendix C.

VII. CONCLUSIONS

A new definition of schools is ushering us into the 21st century.

> In the 21st century, schools will become nerve centers, with walls that are porous and transparent, connecting teachers, students, and the community to the wealth of knowledge that exists in the world. Schools in the 21st century will not be confined by their walls but will encompass the community and the world.
> (Illinois School Board Journal, p. 27)

As schools of the 21st century are being redefined to extend beyond buildings and traditional structures, the comprehensive integrated services approach has provided our PDS partnership with a workable model that promotes interprofessional development through collaboration and multidisciplinary leadership. Specific conclusions, relative to our experiences, include the following:

- The comprehensive integrated services approach is effective as a working framework for our PDS partnership.

- The Leadership Capacity Matrix (Lambert, 1998) has provided our PDS partnership with a structure to focus collaborative dialogue between the PDS partners and the university regarding the promotion of multidisciplinary leadership.

- Although multidisciplinary leadership is critical to the successful future of PDS partnerships, not all players are interested in assuming leadership roles.

VIII. MAJOR CHALLENGES

The broad-based and skillful participation of many people (administrators, parents, students, community members, district personnel, and university faculty) in the work of leadership presents many challenges. Some of the challenges that we have encountered include:

- **Time** to meet;
- Time and opportunities to develop relationships which engender trust and caring with a variety of individuals and groups;
- Financial support and incentives for school and university faculty to be engaged in leadership and PDS activities;
- Dispositions of school and university faculty regarding leadership and PDS activities;
- Limited proficiency in the skills of leadership; and
- Limited knowledge of the critical nature of multidisciplinary leadership.

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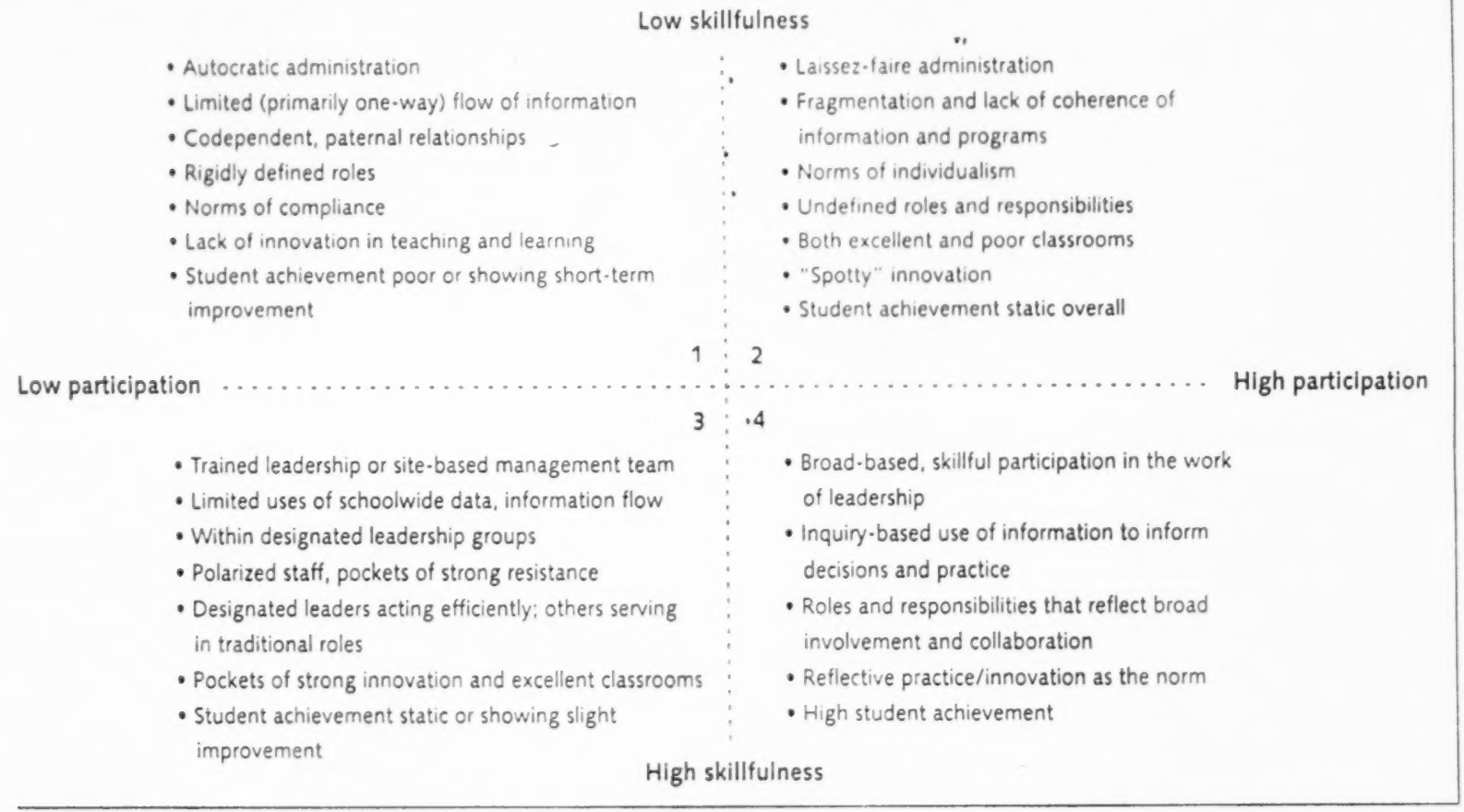
Appendix A

Leadership Capacity Matrix

Figure 2.1. Leadership Capacity Matrix


Low skillfulness
• Autocratic administration
• Limited (primarily one-way) flow of information
• Codependent, paternal relationships
• Rigidly defined roles
• Norms of compliance
• Lack of innovation in teaching and learning
• Student achievement poor or showing short-term improvement
• Laissez-faire administration
• Fragmentation and lack of coherence of information and programs
• Norms of individualism
• Undefined roles and responsibilities
• Both excellent and poor classrooms
• "Spotty" innovation
• Student achievement static overall
1
2
Low participation
High participation
3
4
• Trained leadership or site-based management team
• Limited uses of schoolwide data, information flow
• Within designated leadership groups
• Polarized staff, pockets of strong resistance
• Designated leaders acting efficiently; others serving in traditional roles
• Pockets of strong innovation and excellent classrooms
• Student achievement static or showing slight improvement
• Broad-based, skillful participation in the work of leadership
• Inquiry-based use of information to inform decisions and practice
• Roles and responsibilities that reflect broad involvement and collaboration
• Reflective practice/innovation as the norm
• High student achievement
High skillfulness

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Appendix B

Comprehensive Integrated Services Model

BRADLEY UNIVERSITY
COLLEGE OF EDUCATION & HEALTH SCIENCES

- Educational Leadership and Human Development Counseling
- Family and Consumer Sciences
- Teacher Education
- Physical Therapy
- Nursing

INTEGRATED SUPPORT & SERVICE OPPORTUNITIES

- Center for Research and Service
- Professional Development Schools
- Center for School Leadership
- Gifted Institute

College of Education & Health Sciences
Integrated Support & Service Opportunities
Life of the University
Life of the Community

LIFE OF THE UNIVERSITY

- Intellectual Inquiry Scholarly Activity Creative Production
- Teaching and Learning
- Service and Volunteer Opportunities
- Professional Development

LIFE OF THE COMMUNITY

- Consumer Needs
- Community Agencies
- Child and Family Needs
- School Instructional and Administrative Support

Created by the William T. Kemper Teaching Academy

Comprehensive Integrated Services Model

BRADLEY UNIVERSITY

Appendix C

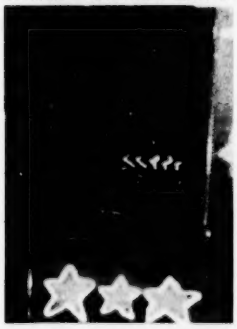
Professional Development School Partners

Valeska Hinton Early Childhood Education Center

Professional Development School Site

Pat Kellogg, Principal
Prepared by Therese Kiley

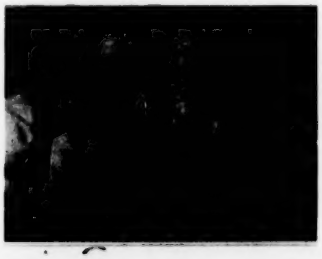
The Valeska Hinton Early Childhood Education Center is a school for children from birth to age eight and their families. It is the consequence of an unprecedented three-year collaboration of professionals and community members, and is further supported by the following programs: Title I, Illinois State Board of Education (Pre-kindergarten at Risk, Model Parental Training, Adult Education,) HeadStart, Early HeadStart, Methodist Medical Center, the University of Illinois College of Medicine at Peoria, Bradley University, and many other community agencies and organizations. The Center opened in 1993 as a facility of the Peoria Public Schools.



The Vision of Valeska Hinton Early Childhood Education Center: Beginning in 1992, a few Bradley University faculty were invited to play a role in the final planning phase of **Valeska Hinton Early Childhood Education Center.** Since that time, many College of Education and Health Sciences faculty members, administrators, students, and alumni have collaborated with Peoria School District #150 staff, parents, and community members to lend their support and facilitate the underlying premise of Valeska Hinton Early Childhood Education Center--"It takes a village to raise a child" (African American proverb). In the words of Dean Joan Sattler, "Our college has been involved with Hinton School since the beginning stages, when the program was developed. Hinton School uses a comprehensive integrated services approach to working with children and families."

Bradley University's Professional Development School Partnership with Valeska Hinton ECEC: When the William T. Kemper Professional Development School Program began in 1995, Valeska Hinton was the first school selected as a Professional Development Site by the College of Education and Health Sciences. The College's partnership with Valeska Hinton Early Childhood Education Center has reaped many benefits for Bradley University students, faculty, and administrators. In addition to the long-lasting benefits for individuals involved with Bradley University, the children, teachers, and parents of Valeska Hinton Early Childhood Education Center have also profited from the collaborative Professional Development School partnership. Ken Hinton, Valeska Hinton's principal from 1993 to 1998, shared this reflection--"Our partnership with Bradley has provided a dimension of professionalism that most public schools don't have the luxury of providing."

The Namesake--Valeska Hinton: Valeska Hinton was a woman who has been appropriately dubbed "the mother of Peoria's civil rights movement." Mrs. Hinton was an early advocate for young children and their families. The Valeska Hinton Early Childhood Education Center is named in honor of Mrs. Hinton, because she truly believed that the education of young children would result in limitless benefits which would promote children's future success. The Center represents the embodiment of Valeska Hinton's life work. Mrs. Hinton died on September 11, 1991 at the age of 73. Her intellect, her courage, and her insights live on in the lives of countless people who were touched by her powerful influence. Her advocacy for children continues because the Valeska Hinton Early Childhood Center has made a commitment to carry on the legacy of Mrs. Valeska Hinton.



Roosevelt Magnet School for the Performing Arts

Professional Development School Site

Taunya Jenkins, Principal
Sharon DesMoulin-Kherat and Angela Stockman, Assistant Principals
Prepared by Therese Kiley

Roosevelt Magnet School for the Performing Arts is a Peoria Public School which serves students from kindergarten through eighth grade and their families. Approximately 750 students are enrolled at Roosevelt Magnet School, and 65 staff members mentor these students on a daily basis. Because Roosevelt is a Performing Arts School, many unique Fine Arts programs are offered on a rotating basis for students. These curricular programs include Art, Band, Dance, Drama, Orchestra, and Vocal Music. Students also benefit from an early focus on foreign language instruction.

The mission of Roosevelt Magnet School is:
To integrate the arts and technology into our rigorous academics using comprehensive curricula to develop the full potential of each student.

Overriding goals which support the school's mission statement are:

- To create an atmosphere for learning where effort is tied to success;
- To provide all students with rigorous academic curricula with emphasis on the arts curriculum;
- To establish 21st century technologically competent students;
- To help students make choices by teaching effective communication and decision making skills;
- To help students experience and appreciate cultural differences; and,
- To give students an appreciation of how the arts are reflected in societies, cultures, and civilizations, past and present.

Bradley University's Professional Development School Partnership with Roosevelt Magnet School: Roosevelt Magnet School was selected as a Professional Development School Site by the College of Education and Health Sciences at Bradley University in the fall of 1999 and is the newest member of our team. The College's partnership with Roosevelt is focused on supporting student learning, preparing professionals in education and health, promoting professional development, and promoting inquiry and research to improve practice.

The faculty, staff, and administration of Roosevelt Magnet School are committed to the following priorities:

- Setting high expectations for every child;
- Providing children with expert instruction;
- Creating high-quality learning environments and teaching styles that support each child's experience;
- Embedding children's learning in caring and collaborative relationships;
- Recognizing the connection between education and health; and,
- Accepting shared responsibility for the high-level learning of each child.

In addition to the expansive fine arts and foreign language program, a Character Education Curriculum and Mentoring Connection Program are key features of the school. The Character Education Curriculum has been designed for 5th through 8th grade students and highlights topics such as leadership, careers, and the newspaper. Middle school students have four opportunities to select a character education course each year. The Mentoring Connection Program, supported by Roosevelt's Adopt-A-School partners--Caterpillar and WCBU--is promoting adult/student connections. Adults who are willing to share 30 to 45 minutes per week with selected students and commit their talents and resources are being sought to serve as mentors.

Georgetowne Middle School

Professional Development School Site

Patrick Callahan, Principal
Prepared by Janet Jackson

Georgetowne Middle School is a modern, multilevel, air-conditioned, handicapped-accessible building with many fine amenities including an auditorium; a full-sized basketball court with hard wood floors; well equipped home economics, computer and science labs; and a large library offering many categories of reading and reference materials.

Georgetowne Middle School makes every effort to keep up-to-date on advances in technology. Classrooms have television sets for daily Channel One news broadcasts, and students are given opportunities to use the computer lab which also offers Internet access. Recent acquisitions of multi-media computers, digital cameras, digital camcorders, LCD-projection units, and scanners have brought Georgetowne Middle School into the 21st Century.

Bradley University's Professional Development School Partnership with Georgetowne Middle School: Georgetowne Middle School was the third school selected as a Professional Development Site by the College of Education and Health Sciences. The College's partnership with Georgetowne since the spring of 1997 has included professional development for Georgetowne faculty, research and dissemination opportunities for Bradley and Georgetowne faculty, as well as valuable preservice field experiences for Bradley students in Teacher Education, Nursing, Family and Consumer Sciences and Physical Therapy.

Georgetowne Middle School's well prepared and dedicated faculty have a sincere desire to see students succeed and believe that success is a team effort among faculty, students, and family. Much effort has been spent on curriculum development, which includes electives such as foreign language, computer applications, home economics, and advanced art. Also offered are co-curricular activities such as band, chorus, and jazz band.

Georgetowne Middle School has many ways to recognize students who excel in citizenship, leadership, and scholarship. These include Honor Roll, Catch 'Em Being Good, Student of the Week, National Junior Honor Society, and the 8th Grade Star Award. Students are encouraged to strive to be their very best in all aspects of their lives.

Georgetowne is fortunate to have a full offering of sports and activities available outside the classroom. Softball, baseball, basketball, volleyball, track, cheerleading and pompons, student council, literary contest, chess club and scholastic bowl are among the variety of options available to students.

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Manual High School

Professional Development School Site

Sanford Farkash, Principal
Prepared by Heljä Robinson

Manual High School is the newest and largest high school building in Peoria (279,000 sq. feet) and is spaciously designed on 37 acres. Manual offers a diverse comprehensive curriculum, which is continually upgraded to ensure that it meets the needs of each student. Students may concentrate on courses to prepare for college admission or employment. Cooperative programs enable students to attend school part-time in order to participate in on-the-job experiences. A wide variety of electives, as well as an extensive extra-curricular program, are available to Manual's student body, which is composed of just under 1,000 freshman, sophomores, juniors, and seniors.

Manual High School provides 80 teaching stations which include six computer labs, a technology theater with computerized keyboarding, a science wing with six laboratories, an instrumental music room, a vocal music room, and an up-to-date library/media computer center. The Industrial Technology Academy is an award winning school-within-a-school for students interested in high-tech careers. One of the largest J.R.O.T.C. programs in the region operates out of Manual with three full-time instructors.

Bradley University's Professional Development School Partnership with Manual High School: Manual High School was selected as a Professional Development Site by the College of Education and Health Sciences in the spring of 1998. The College's partnership with Manual is focused on benefitting the students, faculty, and administrators of Manual High School and Bradley University by enhancing the teaching/learning process and fostering a collaborative spirit.

Manual High School facilities include an eleven hundred-seat auditorium, three gymnasiums, an olympic size swimming pool and diving well, a baseball diamond, softball diamond, three practice diamonds, a soccer field, eight tennis courts, a football field, and an all-weather track. The Manual High School staff is composed of the following staff members:

70 Teachers
1 Speech Pathologist
1 Social Worker
1 Regional Title I Specialist
3 Deans of Students
3 Counselors
1 Librarian/Media Aide
1 Assistant Principal
1 Principal
1 Psychologist
1 Registered Nurse
1 Speech Pathologist
2 Home Facilitators
2 Engineers
2 Secretaries \ 6 Clerks
10 Custodians
20 Cafeteria Personnel

The faculty, staff, and administration of Manual High School strongly believe that the degree to which an education becomes a significant experience in a student's life depends largely upon the human relationships that exist in the school. These relationships are optimized when they occur in a nurturing atmosphere which provides the proper blend of challenge, excitement, opportunity, and success. The faculty, staff, and administration assume a shared responsibility of leadership with parents/guardians and the community. That responsibility is to identify the challenges of the twenty-first century and the knowledge, skills, and dispositions which will characterize the productive citizen in the new millenium.